

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
|------------------------------------|---------|
| Club income | £3356 |
| Total amount allocated for 2022/23 | £23,346 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|--------------------------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | Booked in for March 2023 |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p> | % |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | Yes |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | | Total fund allocated: £19,990 + £3356 (club income) £23,346 | | Date Updated: October 2022 | |
|--|--|--|--|---|---------------------------------------|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 2% |
| Intent | Implementation | | Impact | Sustainability | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| All children able to swim a minimum of 25 metres before the end of Y6. | Book top-up sessions for any child who did not meet the minimum requirement during their curriculum swim. | £250 | Use the assessment data provided by Plympton Pool to identify the children who did not reach the minimum requirement. Book top-up sessions as required in Y4/5/6. | By providing top-up sessions we will enable all children with sufficient time to be able to succeed and learn an essential life skill. | |
| Inspire a culture of participation and enjoyment from being physically active. | Arrange one week of physical activities to engage, inspire and motivate children to participate in regular physical activity. Book a variety of external activities and coaches for each Year group. | | | Evidence collected through photographs and student voice surveys to determine which areas were most enjoyable. | |
| Development of leadership skills through sports leader's programme. | Playleader Training through ARENA. Use Personal Challenges to impact activity at lunch times. | £180 | Playleaders training will be completed by ARENA for 60 children. A rota for Playleaders will be established following their training and the leaders deployed to deliver personal challenge events. Data from personal challenges will be collected and success celebrated | Our affiliation with ARENA will mean that we are able to continue to access sport leaders training and help young people to develop their leadership skills as well as impacting other children's' activity levels. | |
| | MTA training through ARENA to support playground leaders. | £162 | | | |

Created by:



Supported by:



| | | | | |
|--|--|-----------------------------|--|---|
| | | | in assemblies. | |
| All children in Y5 able to ride a Bike competently and safely on the street. | Book Bikeability training through the PSSP for current Y6 and Y5 | | Assessment and feedback provided by the Bikeability instructors following the training. Children's survey to be completed before and after the training the establish whether this has an impact on active travel. 84 Y6 children received this in October 2022. Y5 booked in for July 2023. | Our continued affiliation with the PSSP will mean that we are able to access this training annually, providing as many children as possible with the opportunity to develop a life skill. |
| Increasing activity levels across the school. | Register for the Schools Challenge through the PSSP. | Covered in Key indicator 5. | Registers to be maintained and number of miles recorded. Success celebrated and reported to parents. | The final mile being completed on the Hoe in-front of family/ friends encourages more children to take part and develops a passion for being physically active. |
| Increase the activity levels of the least active children. | Arrange C4L clubs Arena | Arena membership | Register to be maintained to track engagement levels. PE Coordinator to maintain an Activity Tracker to monitor participation across the school. End of unit PE assessment to be used to track children requiring intervention. | Providing targeted children with the opportunity to take part in a relaxed and fun running event will hopefully lead to further engagement. |

| | | | | |
|---|---|---------------------------------|--|--|
| | | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 4% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| A broad and balanced PE curriculum with engagement in various levels of competition. | Book meeting with ARENA PE Specialist Teacher to work on PE Development Plans and School Games Action Plans. | *Cost as part of ARENA package. | PE Development Plan to be created in Term 1. School Games Action Plan to be created in Term 2 (as new criteria released in November). Both plans to be reviewed part way through the year. | Working with a specialist to identify strengths and weaknesses enables us to set targets to improve PE across the school. The School Games action plan will allow us to set achievable targets to help us to maintain and surpass the criteria for the Gold School Games Mark. |
| A broad and balanced PE curriculum with engagement in various levels of competition. | Book release time for PE Coordinator in order to complete PE admin/ book events/ complete risk assessments/ trip admin/write development plans/ collate all evidence needed for the School Games Mark. Book release time for wider school staff to attend events. | £100 | Number of events attended are monitored by PE Coordinators Activity Tracker. Targets to achieve should culminate in our award of the Gold School Games Mark again this year. | Time to track participation and coordinate events accordingly will mean that more children are offered the opportunity to participate/compete. Meeting criteria and collecting evidence for the Gold School Games Mark means that there are increased numbers engaging in extracurricular clubs/ increased numbers involved in leadership/ increased number of competitive |

| | | | | |
|---|--|-----------------|---|--|
| | | | | events. |
| Children provided with better equipment in PE lessons to help them develop skills | Undertake equipment audit. Purchase and update equipment to be used in PE lessons. Ensure equipment is well maintained. | £1000 | Staff surveys to be conducted to establish any requirement for replacement equipment or additional resources. Gym mats to be purchased to ensure they are fit for purpose and safe. | Purchasing high quality resources and equipment will ensure that children now and in the future years benefit. |
| To establish baseline for health and wellbeing across the school. | Specialist to support the school in drawing up an action plan to improve health and wellbeing. (To be delivered in Autumn 2022) | Carried forward | To improve the health and wellbeing of children throughout the school, as a result of the action plan. | Implementation of the action plan. Children's knowledge and confidence regarding wellbeing should improve. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|-----------------------------------|---|--|
| | | | | 43% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Improved delivery of high-quality PE. | Employ ARENA and PAFC to work alongside staff in lessons as bespoke CPD. | £7974 (ARENA) £2400 (PAFC) | Following work with an external coach, all teachers asked to complete and observation form and feedback to evaluate staff confidence in their delivery. | Staff confidence to increase as a result of working alongside specialist coaches. Resources and knowledge will benefit future classes. |

| | | | | |
|---------------------------------------|---|---|--|---|
| Improve leadership in PE. | PE subject coordinator to meet with ARENA to evaluate and evidence impact of PE spend. | £315 | Member of staff gains improved knowledge and confidence in leading PE across the school. | Staff confidence to increase as a result of taking part in specialist support. |
| Improved delivery in high-quality PE. | Arrange for ARENA trainer to deliver training twilight sessions to staff, with focus on assessment. | Spring 2023 (carried forward from last year). | All staff trained in the delivery of ARENA SoL across the school. ARENA schemes embedded in the curriculum. Staff feedback forms to be completed following the Inset training. | ARENA SoL embedded in the curriculum throughout the school. Children enjoy PE more as a result and staff more confident delivering it. High quality resources and continued support for staff ensuring that year groups in the future will benefit. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
49%

| Intent | Implementation | | Impact | |
|---|--|--------------------|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| All children provided with an alternative activity in order to increase participation and engagement. | Buy into ARENA partnership to improve outdoor learning opportunities for all year groups (1 day a week and after school clubs). Wild Tribe skills achievement award offered to all children. Vulnerable children provided with | £8555 £315 | Staff and child surveys will be used to gauge impact. | Investing in our outdoor learning areas will increase the diversity of our active offer and engage more children. Further opportunities to be active throughout the school day will impact healthy, active lifestyles. |

| | | | | |
|--|--|-----------|--|---|
| | some support through Emotional Resilience day. | | | |
| Continue to develop the outdoor spaces at the school to increase participation and engagement in physical activity. | Use the Senior Wild Tribe Ranger School Grounds Development Plan For Outdoor Learning to inform | (in kind) | The development of the school site would result in a rich learning resource serving to enhance pupil provision by capturing children’s interest and inspiring a love of learning. An exciting outdoor classroom that offers learning experiences, wonderings, puzzles and challenges supports learners of all abilities and backgrounds to thrive, becoming more resilient and resourceful. Use of the outdoor environment supports pupil’s mental health and well-being, develops compassion and fosters creativity, exploration and excellence. As such, it is important that the school as a whole actively promote the importance of outdoor learning in the immediate and the long term future. | Through a focused project of development of the outdoor site and further support, packages and programmes, provision of a rich and stimulating outdoor curriculum captures interest and inspires learning for children of all ages. |
| All pupils provided with the opportunity to develop their knowledge and experience of mindfulness / healthy hearts & minds | Purchase imoves blasts subscription to provide staff with resources to support mindfulness. ARENA package includes 6 week mindfulness intervention course ‘Healthy hearts & minds’ | £300 | Children in school and remote learning will be able to access imoves, which will be crucial during potential school closures. Children who take part in the Healthy hearts & minds course will complete a survey before the sessions and then again afterwards to gauge impact and | Many of the mindfulness sessions /resources/ videos provided through imoves can be used by teachers for years to come. Employing a specialist to work alongside staff in mindfulness sessions will also provide valuable CPD. |

| | | | | |
|--|--|--|--|--|
| | | | understanding. PE Coordinator to use Activity Tracker to ensure vulnerable children are targeted with this. | |
| Increase the number of children engaged in extra-curricular clubs. | Employ ARENA and PAFC to deliver extra-curricular clubs. ARENA to deliver lunchtime C4L club. | £2380 (this will be subsidised from clubs' income) | Club registers to be maintained and participation levels monitored by the PE Coordinator via the Activity Tracker. Clubs costs passed on to parents to make this more sustainable. | By providing a diverse range of activities, it is hoped that we will engage as many children as possible and instil an enjoyment of leading physically active lifestyles. As a result of accessing clubs in school, signposting can and has occurred and has led to children participating in various clubs outside of school. Cost of clubs for parents reinvested into the club programme. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|---|---|
| | | | | 2% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Increased number of children involved in relevant competition. | Subscription to certain PSSP events. Book events via the PSSP website. WEST events. | - Included in ARENA subscription. | PSSP send termly reports that monitor engagement in events, including SEND. PE Coordinator to track events attended and participation levels. Publish team photos and write-ups on Dojo/newsletter. | More children involved in competition, including School Games events. Every child able to experience success through well-pitched events and opportunities for every year group, of all abilities. As a result, all children are able to gain a positive experience of sport through an enhanced programme of competition, leading to a greater likelihood of lifelong participation. |
| Opportunities for most able children to participate in challenging competition. | Register for the Argyle Community Trust events. | £150 | PE Coordinator to track participation through Activity Tracker and identify the more able children to attend thus event. | G&T players given the opportunity to complete at a level suitable for them and will be signposted to clubs. |
| Increase the number of children attending events and competitions. | Book transport to take children to various events. | £500 | PE Coordinator to monitor participation through Activity Tracker. | More children involved in competition, including School Games events. Every child able to experience success through well-pitched events and opportunities for every year group, of all abilities. As a result, all children are able to gain a positive |

| | | | | |
|--|--|--|--|--|
| | | | | experience of sport through an enhanced programme of competition, leading to a greater likelihood of lifelong participation. |
|--|--|--|--|--|

| | |
|-----------------|------------|
| Signed off by | |
| Head Teacher: | K.Patrick |
| Date: | 15.10.22 |
| Subject Leader: | R.Mitchell |
| Date: | 15.10.22 |